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# Teaching EFL/ESL College-level Learners through Current Global Topics: Integrated Lessons for EFL/ESL Teachers

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University of San Francisco

# **Teaching EFL/ESL College-level Learners through Current Global Topics: Integrated Lessons for EFL/ESL Teachers**

A Field Project Proposal Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English as a Second Language

By  
Chaiyeon Sylvia Lee  
December 2017

# **Teaching EFL/ESL College-level Learners through Current Global Topics: Integrated Lessons for EFL/ESL Teachers**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by  
Chaiyeon Sylvia Lee  
December 2017

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:



Luz Navarrette García  
Instructor/Chairperson

December 1, 2017

Date

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## ABSTRACT

The importance of educating effective English users competent in communicating and interacting in a variety of social settings is highlighted in today's highly globalized world. Being able to understand and discuss complex global topics related to current cultural, social, and business issues and events has become an integral skill of English learners to achieve greater international connectivity. Unfortunately, many EFL/ESL college-level students, specifically Korean EFL students, do not seem to have sufficient preparation to build English communicative competence and cultural awareness necessary to cope with various situations in which they need to communicate meaningfully and purposefully as effective English users.

The purpose of this project, which is grounded in theoretical frameworks of Communicative Language Teaching (CLT) and the Participatory Approach, is to address that there is a need to bring inspiring and meaningful real-world topics into English language teaching to enhance students' communication skills. This field project is in the form of a handbook which consists of the three sample units of curriculum. Each unit offers teachers a detailed example of how to teach the current global topics to students through the integrated lessons of listening, reading, speaking, and writing, allowing teachers to explore teaching ideas, resources, and activities around the global topics.

All in all, this project provides teachers with a wealth of content and themes which will spark students' interests and engagement by incorporating a variety of meaningful global topics related to current cultural, social, business, and world issues and events around the globe. Incorporating current global topics in English language teaching (ELT) is an important facilitating factor in the acquisition of English as a means of global communication necessary to thrive in this rapidly globalized and highly interconnected world.

## CHAPTER I INTRODUCTION

Statement of the Problem

Purpose of the Project

Theoretical Framework

Significance of the Project

Limitations of the Project

Definition of Terms

## CHAPTER I INTRODUCTION

### **Statement of the Problem**

From the entrepreneur to the company executive, the engineer to the public servant, nearly every professional needs to master English for economic competitiveness and job progression in South Korea. Higher English proficiency correlates with higher incomes, better quality of life, and more access to global connectivity (Taie, 2015). English skills are a basic requirement for entering into a good school, getting a good job and climbing the socioeconomic ladder, in today's global economy of South Korea (Mikio, 2008). Korean parents and professionals understand the value of investing in English learning, and higher education institutions and companies recognize the long-term competitiveness of English skills in the 21st century (Cho, 2004). Despite the necessity, recognition of and investments in English language education, Korean college-level students learning English as a Foreign Language (EFL) face many challenges learning and using English as a communicative means to exchange their ideas, opinions, and perspectives with other English users in today's globalized societies (Cho, 2004; Taie, 2015).

To begin with, earning good test scores for getting into elite universities and getting high status jobs are the primary goals and motivations of learning English for the majority of Korean college students (Cho, 2004; Mikio, 2008; Taie, 2015). The goal of English language teaching (ELT) worldwide has changed significantly towards producing effective English users competent in communicating and interacting in global settings rather than teaching grammatical forms, textbooks, and tests (Cates, 1997; Celce-Murcia, 2014; Duff, 2014; Sun, 2014). Korean EFL education for college-level students, however, emphasizes rote learning and test-score driven courses predominantly focused on grammatical accuracy and reading comprehension (Cho,



2004; Redmond, 2017). Unquestionably, students who are solely focusing on developing grammatical parsing and test-taking skills to improve test scores like in South Korea do not have the English communication skills to discuss cultural, social, and business issues in contexts such as academic and work-related seminars, business meetings and negotiation, and socializing with other English users (Kumaravadivelu, 2006). The current English language teaching and learning practice in South Korea does not promote the major trend of global ELT that language is most effectively learned in the context of relevant, meaningful, motivating content which stimulates students to think, learn, and communicate by using the target language (Cates, 1997; Celce-Murcia, 2014; Duff, 2014; Sun, 2014).

Another challenge Korean EFL students face is that they learn by traditional English teaching methodologies focusing primarily on classroom activities designed for rote memorization, passive learning, and observing and imitating (Redmond, 2017; Taie, 2015). Cho (2004) observes that students who learn by existing passive ESL methodologies appear uncomfortable, reluctant, and timid when they need to express their opinions in English. The students are not accustomed to discussion and debate, and find it hard to give voice to their ideas in English despite their high academic achievement and long history of learning English. According to the 2016 report of the English Proficiency Index (EPI) by Education First (EF), South Korea is ranked 27th in adult English proficiency among 72 countries where English is not a native language. South Korea scores 54.87 which is slightly below the EPI average of 55.94 and indicates moderate proficiency. This score is disappointing considering the time, money and effort South Korean students are known to spend on English education.

There is also a lack of effective English language teaching curriculum that provides motivating themes, authentic materials, and meaningful content for learners to develop

communicative competence and become competent English language users (Cates, 1997; Jacobs & Cates, 2006; Larsari, 2011). The current test score-focused English education system and grammar-translation-oriented English teaching methodologies in South Korea do not prepare Korean EFL college-level students adequately to cope with challenges when they need to communicate meaningfully and purposefully in various local and global contexts (Cho, 2004).

According to Statistics Korea (KOSTAT, 2017), a Korean government organization, South Korean elementary and secondary school students spent approximately \$5 billion U.S. dollars for private English education (e.g., taking lessons at private academic institutions, one-on-one tutoring, group tutoring) in 2016. They spend 10 years learning English from elementary school to high school. If university students and company employees were included in the statistics, the total amount of expenditures and time on private English education would increase twofold. Considering the total amount of expenditures for private English language education, the result of the English Proficiency Index (EPI) illustrates cost-benefit inefficiency of English education in South Korea. This inefficiency may stem from a discrepancy between the English taught in classroom settings and the actual English used in real-world situations (Larsen-Freeman & Anderson, 2013). As Widdowson (1978, as cited in Larsen-Freeman & Anderson, 2013) states, students may know the linguistic rules accurately, but they are not able to use the language appropriately.

To sum up, the English teaching and learning goals primarily focused on earning good test scores and getting high status jobs (Cho, 2004; Mikio, 2008; Taie, 2015), teaching methodologies whose emphasis predominantly on memorization, grammar parsing, and test-taking skills (Redmond, 2017; Taie, 2015), and the lack of teaching curriculum which provides motivating themes, authentic materials, and meaningful content (Cates, 1997; Jacobs & Cates, 2006; Larsari,

2011) have led to an imbalance in Korean EFL students' communicative English language education. To correct this imbalance, there is a need to bring inspiring and meaningful real-world topics related to cultural, social, business issues into English language teaching. By using various global topics as content of learning, students may enhance their communication skills necessary to demonstrate their knowledge and skills in English in a variety of social contexts.

### **Purpose of the Project**

The importance of producing effective English users competent in communicating and interacting in a variety of social settings is widely understood and emphasized as a goal for English language education (Jacobs & Cates, 2006; Sun, 2014). However, in the case of EFL learners, specifically in South Korea, the primary objective of English teaching and learning is to prepare learners to pass exams that determine a learners' future education and career (Cho, 2004; Mikio, 2008; Taie, 2015). Test score-driven English language teaching and learning impede learners' communicative ability (Cho, 2004; Redmond, 2017) and hence, students have difficulties exchanging ideas and sharing perspectives with other English users in various social contexts (Taie, 2015).

This project is intended to address this existing problem and provide educators who work with EFL college-level students with suggestions for inclusion of global topics into English language teaching. By incorporating a variety of inspiring and meaningful global topics related to current cultural, social, business, and political news and events around the world into the EFL/ESL teaching, teachers can promote the opportunities for their students to discuss real-life problems surrounding them (Cates, 1997, 2000; Jacobs & Cates, 2006; Sun, 2014). This curriculum also aims to enhance students' communication skills to discuss current global events and issues in various contexts such as academic and work-related seminars, business meetings

and negotiations, and in other social sites (Kumaravadivelu, 2006; Sun, 2014).

This curriculum can be adapted and extended for use in various educational settings such as EFL/ESL programs, Business English courses, and transition preparation training programs with the main target audience falling within the upper intermediate to advanced level. Because these target students need to understand and discuss global topics to cope with the increasing globalization and interdependence of the world in the 21st century (Sun, 2014). The goal of this project is to promote learners' international understanding and global awareness, and to facilitate the process of achieving their communicative competence through a constructive discussion about meaningful content (Jacobs & Cates, 2006; Larsari, 2011; Yakovchuk, 2004). The skills mentioned above can help students operate successfully in higher education, the workplace, and in navigating through the complex and dynamic global contexts in which they are situated.

### **Theoretical Framework**

This field project is grounded in theoretical frameworks of Communicative Language Teaching (CLT) and the Participatory Approach. CLT is a language teaching approach based on the linguistic theory of communicative competence. Developing communicative competence in learners is the goal of CLT (Savignon, 1997, 2005; Widdowson, 1978). The Participatory Approach is an example of a "strong version" of the Communicative Approach which adopts the use of content that is meaningful to the students (Larsen-Freeman & Anderson, 2013, p. 177).

### **Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT), often also referred to as the communicative approach, is a functional and practical approach to language teaching that provides learners with opportunities to practice target language for communicative purposes (Savignon, 1997, 2005). CLT aims to make it the goal of language teaching to enable students to communicate genuinely,

spontaneously, and meaningfully in the target language (Larsen-Freeman & Anderson, 2013). Therefore, the emphasis is on teaching language through meaningful interactive tasks to promote authentic communication in the target language.

The CLT movement began in 1970s in the United Kingdom and continental Europe due to the growing “learners’ needs of practical language skills for social, academic, occupational, and other purposes” (Duff, 2014, p.18). Through traditional language teaching methods such as the grammar-translation or the audiolingual approach, students could produce sentences accurately in the classroom, but could not use them appropriately outside of the classroom (Larsen-Freeman & Anderson, 2013). Educators began to question whether learners meet their goals of conveying and interpreting meanings in a variety of actual social contexts. Such observations unified with learners’ practical needs to be actively and socially engaged in authentic communication in a particular social setting gave rise to a CLT (Duff, 2014).

Applying the theoretical perspective of Communicative Approach, CLT is often presented in classroom activities regarding expressing and interpreting ideas in a variety of social contexts rather than grammatical analysis, pattern drilling, and standardized language testing (Duff, 2014). Similarly, Brown (2014) notes that in the communicative classroom, students should use the language “productively and receptively” in spontaneous contexts rather than learning “bits of language” (p.236). In other words, adapting Brown’s words (2014), fluency may take on more importance than accuracy in CLT to encourage learners to engage in more meaningful language use and teachers should teach grammar within the situational learning contexts and through communicative tasks.

In line with Duff (2014) and Brown (2014)’s view, Littlewood (1981, as cited in Larsen-Freeman & Anderson, 2013) suggests that the teacher’s role in CLT is a facilitator or monitor

who establishes situations to promote communication between and among the students. The teacher's major responsibilities are, for example, providing rich and authentic input, answering students' questions, and monitoring their performance language. Students are actively engaged and participate in classroom activities that are based on cooperative learning in pairs, small groups and whole group (Larsen-Freeman & Anderson, 2013). For this reason, students have to become more responsible for their own learning since teachers are not the primary source of their knowledge.

### **Participatory Approach**

The Participatory Approach is a way to teach second language based on the principles of the Paulo Freire's Critical Pedagogy (2000). The core principle of Freire's approach is based on the belief that education is most effective when it relates to students' own experiences and their actual needs. In *Pedagogy of the Oppressed*, Freire (2000) criticizes the "banking" concept of education in which education becomes an act of depositing. The teacher is the depositor and the students "patiently receive, memorize, and repeat" whatever contents with that teachers fill them (p.72). Freire (2000) claims that the contents that are detached and disconnected from students' reality are lack of creativity and transformation, for people do not exist apart from reality. As Larsen-Freeman & Anderson (2013) succinctly put it, Freire believes that "education and knowledge have value only insofar they help people liberate themselves from the social conditions that oppress them" (p. 171).

The Participatory Approach views classroom setting as an extension of real life in which ongoing issues and conflicts need to be solved continually (Ordem, 2017). Therefore, this approach advocates a problem posing method in education, which involves the real-life issues from the students' lives and engages the students in the process of problem solving (Freire, 2000:

Larsen-Freeman & Anderson, 2013; Ordem, 2017). In problem-posing education, students can develop their power to think critically the way they exist in the world as opposed to passively accepting the passive role imposed on them as in the banking concept of education (Freire, 2000).

As the strong version of the Communicative Approach (Larsen-Freeman & Anderson, 2013), the Participatory Approach puts strong emphasis on the use of meaningful language rather than learning linguistic items one by one. The teacher's goal is to teach language with content that is meaningful and that comes from issues of concern to students. By doing so, students can understand the social, cultural, political, local or global problems taking place in everyday life and enhance their self-confidence as social beings (Canagarajah, 2005; Ordem, 2017). The main principle of the Participatory Approach is that the curriculum is not a predetermined final product, but it is built in a jointly-constructed and context-specific problem-posing process (Larsen-Freeman & Anderson, 2013). Proponents of the Participatory Approach believe that topics outside the classroom should be connected with what is discussed in the classroom. The Participatory Approach attempt to see the value of working on issues of students' lives so that students can be empowered by the process of learning and further obtain control over their lives.

### **Significance of the Project**

The significance of the project is making connections between formal instruction and students' own lives, interests, and existing sociocultural knowledge. As discussed earlier in the Statement of the Problem section, despite many years of dedication to learning English, Korean EFL college-level students are not prepared to build communicative competence enough to share their ideas, opinions, and perspectives with other English users. This project brings a variety of meaningful real-world topics regarding current cultural, social, economic, and world news and

events around the world into the classroom. By doing so, these materials can stimulate students' interests and raise healthy discussions about the topics for promoting communication between and among the students (Jacobs & Cates, 2006; Larsari, 2011; Yakovchuk, 2004).

In the 21st century, learning English is not just about gaining knowledge about linguistic features such as grammar, vocabulary, and pronunciation but also, it is about involving social events with particular social groups and becoming socialized through interaction with other language speakers in particular social contexts (Pavlenko as cited in Baker, 2011). As Sun (2014) noted, being able to have meaningful communication about global topics and share perspectives with international community may improve students' communicative competence. Eventually, it enables students to view English as a genuine means of communication with which they can learn about new knowledge and the world, and can communicate with people from different cultures.

### **Limitations of the Project**

One of the main limitations of this project is that it is time-consuming for teachers to prepare and plan lessons on current global topics. Teachers have limited time and resources for additional tasks to tailor these materials and activities to fit the needs of their students. In addition, current global topics are changing frequently, it is hard to reuse the topics previously used. Another limitation of the project is that how to select the appropriate materials that are suitable for students in a variety of contexts. Choosing materials that are authentic, connecting to the students' experiences, as well as matching the teacher's interests are very challenging. Selecting topics fulfilling these criteria and turning them into suitable teaching materials require a great deal of time commitments and dedications on teacher's part.



### Definition of Terms

**Audiolingual approach:** A language teaching method based on behavioral psychology which emphasizes on getting learners to repeat behaviors until they become fully learned habits. This approach, popular in the U.S. during 1950s and 1960s, placed a strong emphasis on oral production, pattern drills, mimicry, and memorization (Celce-Murcia, 2014, p.6).

**Authentic materials:** Texts, audio or video materials containing real-world and meaningful language used for genuine communicative purposes other than language learning purposes (Brown, 2014; Duff, 2014).

**Communicative competence:** The term, introduced by Dell Hymes, refers to the ability to use language appropriately in specific social and cultural settings. Being communicatively competent in the target language means being able to communicate appropriately with others (Larsen-Freeman & Anderson, 2013; Savignon, 1997).

**Critical pedagogy:** A theory and philosophy of education that base on the belief that students' voices, experiences, and expectations should be validated in the educational systems. In *pedagogy of the Oppressed*, Brazilian educator Paulo Freire (2000) originated the work which talked about the issues of power and social injustice in the literacy programs. Critical pedagogy aims to raise learners' critical consciousness to be aware of their sociocultural surroundings and to fight against the status quo in order for transformation in learners' lives (Canagarajah, 2005; Larsen-Freeman & Anderson 2013).

**EFL:** English as a Foreign language is a term that refers to English language learning/teaching that happens in a country in which English is not commonly used for everyday life. For example, a Korean student who is learning English at a school in Korea would be considered an EFL student (Brown 2014).

**The grammar-translation approach:** A language teaching method which focuses on grammatical parsing, that is, the forms and inflections of words. A typical exercise is to translate sentences from the target language into the native language. Despite a popular method from the beginning of the nineteenth century until now (some part of the EFL countries), the result of this method is usually an inability to use the target language for communication (Celce-Murcia, 2014, p.5).

**Participatory approach:** An approach based on the belief that education is most effective when it relates to students' own experiences and their actual needs. Students learn how to use language in real-world situations in order to actively and equally participate in society (Larsen-Freeman & Anderson 2013).

**Problem posing method:** A term, initially introduced by Paulo Freire (2000), refers to the teaching method that the teacher poses a problem from dialoguing with students, which involves real-life issues from the students' lives. Students are encouraged to examine their own practices and beliefs, and to engage in the collaborative problem-solving process. Freire (2000) states that if students are posed with problems related to themselves in the world, they will feel more challenged and obliged to respond to that challenge (Freire, 2000; Larsen-Freeman & Anderson, 2013).

**Real-world topics:** The topics related to current cultural, societal, business, economic, and political news and events from learners' local and around the world (Cates, 2000).

## CHAPTER II REVIEW OF THE LITERATURE

### Introduction

### Major Trends in the Global English Language Teaching (ELT) Field in the 21st Century

### Authentic Materials and Learner Motivation

### Incorporating Global Topics into English Language Teaching

### Summary

## CHAPTER II REVIEW OF THE LITERATURE

### **Introduction**

The problem, as described in Chapter 1, is that Korean EFL college-level students do not seem to have the English communication skills to discuss cultural, social, and business issues in contexts such as academic and work-related seminars, business meetings, and socializing with other English users (Cho, 2004; Mikio, 2008; Taie, 2015). They face many challenges learning and using English in today's globalized societies despite their dedications and investments in English language education. There are many factors pointing to why this situation exists, including the English teaching and learning goal focused on earning good test scores and getting high status jobs (Cho, 2004; Mikio, 2008; Taie, 2015), teaching methodologies whose emphasis predominantly on memorization, grammar parsing, and test-taking skills (Redmond, 2017; Taie, 2015), and the lack of teaching curriculum which provides motivating themes, authentic materials, and meaningful content (Cates, 1997; Jacobs& Cates, 1999; Larsari, 2011).

This field project takes its theoretical foundations from the Communicative Language Teaching (CLT) and the Participatory Approach. Through the lens of these two theories, it is posited that incorporating current global topics into the classroom helps learners make connections between formal instruction and their own lives, interests, and existing linguistic and sociocultural knowledge. The literature review focuses on the following underlying themes related to bringing current global topics into the classroom: A. major trends in the global English language teaching (ELT) field in the 21st century, B. authentic materials and learner motivation, C. incorporating global topics into English language teaching.

The first theme presents the four major trends in the global English language teaching (ELT) field in the 21st century after the frequent change and innovation of a variety of language

teaching approaches and methods (Cates, 1997; Celce-Murcia, 2014; Erfani, 2012; Jacobs & Farrel, 2001; Karn, 2007; Kumaravadivelu, 2006; Sun, 2014). The second theme discusses the beneficial effects of using authentic materials in the foreign language teaching process and its relation to learner motivation (Beresova, 2015; Calabrich, 2017; Georgeta, 2015; Gilmore, 2007; Marzban & Davaji, 2015; Tarabuzan & Popa, 2014). The last theme considers incorporating current global topics into English language teaching to develop learners' language skills, the global awareness, and multicultural understanding. This section also examines the rationale and the expected outcomes of the inclusion of global topics in curriculum (Alsaiddi, 2015; Cates, 2000; Erfani, 2012; Gimenez, Fogaça & Metliss, 2011; Omidvar & Sukumar, 2013; Pratama, 2016; Tye, 2003).

### **Major Trends in the Global English Language Teaching (ELT) Field in the 21st Century**

English Language Teaching (ELT) has tremendously changed over the centuries. A variety of language teaching approaches and methods went through the rise and fall throughout the history of English language teaching (Karn, 2007). The grammar-translation approach dominated foreign language teaching from 1840s to 1940s and until now in some parts of the world, followed by the direct method which advocated exclusive use of the target language in the classroom at the end of the nineteenth century (Celce-Murcia, 2014). The audiolingual approach was popular between 1950s and 1960s with the emphasis on oral production and pattern drills. In reaction to the grammar-translation approach and the audiolingual approach, the communicative approach proliferated in 1970s which placed a strong emphasis on the learners' ability to communicate in the target language. In the 1990s, content-based and task-based language teaching emerged under an umbrella of the communicative approach (Celce-Murcia, 2014). After

the frequent change and innovation of a variety of language teaching approaches and methods, some of the major trends that are taking place in ELT today are as follows:

1. New thinking about the goals of English language teaching (ELT): The goals of ELT have changed from focusing solely on developing language skills by rote drills and mimicking native English speakers to producing effective English users competent in communicating and interacting in global settings and fostering a sense of social responsibility in students (Cates, 1997; Celce-Murcia, 2014; Sun, 2014). There has been a shift from a literature-based foreign language to equipping learners with communicative skills for interacting globally (Karn, 2007). Today, many teachers think that the goal of language teaching is producing fully competent language users and critical thinkers who can be productive and creative citizens in the global society (Sun, 2014). More and more teachers are gradually realizing that ELT cannot be considered successful when students do not know about global issues or care about societal problems surrounding them (Cates, 1997; Jacobs & Farrel, 2001).

2. Changes in teaching approaches: As stated earlier, the ELT field has evolved from using the traditional grammar-translation approach to the communicative approach where the focus of language teaching is on meaningful language use in a variety of social contexts (Cates, 1997; Celce-Murcia, 2014; Sun, 2014). Now the 21<sup>st</sup> century is, as Kumaravadivelu (2006) suggests, the “Post-Method Era” in which the ELT’s focus is on the eclectic approach rather than on a single method or approach. Teachers use the hybrid of more than one method of teaching applicable to their contexts, needs and availability of resources (Cates, 1997; Karn, 2007; Sun, 2014). Some of the main features of the eclectic approach is facilitating interaction between learners, contextualizing language input, ensuring social relevance for self-empowerment and raising cross-cultural consciousness and so on (Kumaravadivelu, 2006).

3. Changes in the content of English language teaching (ELT): Content-based language teaching was emerged in 1990s as a strong version of communicative language teaching (CLT). This approach argues that language is most effectively learned in the context of relevant, meaningful, motivating content which stimulates students to think and learn through the use of the target language (Cates, 1997). Now, more and more ELT teachers use cross-curricular and interdisciplinary content from local and global resources in teaching, so the students learn both the content and English, and gain multiple perspectives and multicultural understandings (Sun, 2014). In regard to what content is worth teaching, a growing number of teachers are interested in global issues as subject matter which can fulfil the need for more meaningful content as well as the educational relevance of content. (Cates, 1997; Cates & Jacobs, 2006; Erfani, 2012).

4. The growing emphasis on global topics as the ELT content: One of the paradigm shifts in second language education is a view of learning as a lifelong process rather than something needed to be done to prepare for an exam (Cates, 1997; Jacobs & Farrel, 2001). Today, the traditional forms of language teaching, such as grammar-translation and audiolingual approaches, are gradually being replaced with more communicative and contextualized language instruction (Erfani, 2012). Learners are expected to interact, share ideas, and develop language and social skills by using the target language. This movement has encouraged ELT educators to use global topics as a context to develop their learners' language and social skills (Cates, 1997; Erfani, 2012; Sun, 2014). The increasing interest in global topics prompts English teaching associations to reach out to global issue experts and organizations for ideas, stimulation and resources. For example, TESOL has promoted global education through a series of conference workshops which introduce English teachers to experts, resources and ideas from the global issue fields. English teaching organizations around the world are increasingly featuring global

education and global issues in their conferences (Cates, 1997; Sun, 2014).

The major trends in the ELT field has shown that the ELT goals has changed from accurate language usage to effective language use, and that there is strong emphasis on meaningful content which is relevant to learners' needs and contexts. Also, there have been great interests in global topics as content of English language teaching. What is clear from these various trends is that the ELT field is moving toward more holistic learning, gaining global awareness, and promoting international interaction. Constant refinement of current practices is taking place in order to make a difference in learners' lives.

### **Authentic Materials and Learner Motivation**

The need for authentic materials was greatly recognized in the 1970s when Communicative Language Teaching (CLT) movement began and placed strong emphasis on actual language use as the goal of language teaching (Beresova, 2015; Gilmore, 2007). CLT has highlighted that using authentic materials aiming for spontaneous, meaningful, and contextualized communication rather than using contrived texts which had been designed for teaching grammatical forms or presenting vocabulary items (Beresova, 2015; Georgeta, 2015; Gilmore, 2007). Nowadays, although a variety of educational resources are available for foreign language teachers, there are still many classrooms where teachers rely almost entirely on textbooks (Lazaraton, 2014; Tarabuzan & Popa, 2014). Similarly, Gilmore (2007) asserts that the language presented to students in course books is a poor representation of the real thing. Learning materials included in the textbooks often have no relevance to learners' real lives outside of school, and this lack of authenticity leads to poor engagement and eventually underachievement (Tarabuzan & Popa, 2014).

There may be a wide array of meanings associated with authenticity, however, authentic



materials are generally defined as texts, audio or video materials containing real-world and meaningful language used for genuine communicative purposes other than language learning purposes (Brown, 2014; Duff, 2014). In sum, authentic materials are natural materials which reflect real-world language use and convey a real message, and they are examples of language that were not originally produced for language learning or teaching purposes (Beresova, 2015; Georgeta, 2015; Gilmore, 2007; Tarabuzan & Popa, 2014). In bridging the gap between the classroom and the world outside, many teachers often make use of authentic materials and integrate them into the various activities that develop the students' communicative competence (Beresova, 2015; Georgeta, 2015).

A number of educators highlight beneficial effects of using authentic materials in the foreign language teaching process (Beresova, 2015; Georgeta, 2015; Gilmore, 2007; Tarabuzan & Popa, 2014). First, authentic materials make the readers focus on meaning and content rather than on repetition of certain grammatical forms or certain elements of the vocabulary (Marzban & Davaji, 2015; Gilmore, 2007). Learners feel that they are exposed to real language that is used outside the classroom. Second, authentic materials relate more closely to learners' needs (Beresova, 2015; Calabrich, 2017; Tarabuzan & Popa, 2014). Using activities and materials connected with learners' lives outside of school enables learners to transfer acquired knowledge and skills to real life contexts (Calabrich, 2017; Tarabuzan & Popa, 2014). Third, authentic materials provide cultural information about the target language (Beresova, 2015; Tarabuzan & Popa, 2014). Incorporating authentic materials into classroom may provide unique opportunities to learn diverse cultural knowledge and values, as it enables students to become aware of the world events and world people (Beresova, 2015; Tarabuzan & Popa, 2014). Lastly, authentic materials bring a more creative approach to teaching (Beresova, 2015; Marzban & Davaji, 2015).

The advancement of technologies offers exciting possibilities for language education by making it possible to access to almost unlimited authentic materials electronically, on-line or off-line (Tarabuzan & Popa, 2014). A wide variety of authentic materials can be creatively integrated into the classrooms depend on learners' needs, preferences, and individual characteristics (Beresova, 2015; Tarabuzan & Popa, 2014).

Previously mentioned beneficial effects of authentic materials all can contribute to motivational aspect for learners (Beresova, 2015; Gilmore, 2007; Marzban & Davaji, 2015; Tarabuzan & Popa, 2014). Authentic materials are perceived by students as more interesting and stimulating learning materials than contrived ones because of their intent to communicate a genuine message (Gilmore, 2007; Tarabuzan & Popa, 2014). Specifically, authentic materials bring enjoyment and even humor in learning situations, as well as bridging the gap between the classroom environment and learners' real lives, their experiences and preferences (Tarabuzan & Popa, 2014). All these lively and authentic learning materials are more enjoyable than teaching and learning materials provided in textbooks, as students find a chance to interact with the use of language and are informed about what is happening in the world (Beresova, 2015; Tarabuzan & Popa, 2014).

A study conducted by Marzban and Davaji (2015), using a group of online authentic texts derived from the internet to measure their influences on reading comprehension, claims that there is a direct relationship between authentic texts and motivation. After reading authentic texts, students became more motivated to read about their own favorite topics and new things. Also, the goal of the learners for reading changed that they had more motivation to deliver the new information they got from the texts to other people. A similar study conducted by Beresova (2015), incorporating authentic materials related to academic, literary and journalistic contexts

into Slovakian EFL college classroom, also supports the Marzban and Davaji's claim that authentic materials are a motivating force for learners. In her study, Beresova (2015) finds out that authentic materials provide natural use of target language and exposure to target culture or world-wide culture, and they establish direct link with the world outside the classroom and hence create more enhanced motivation and engagement.

It is considered desirable to give students an opportunity to learn language as it is actually used in the world outside. At the same time, what the students discuss and learn should be relevant to their lives. Therefore, teachers should strive to choose or develop classroom activities that have some relation to language use outside the classroom (Lazaraton, 2014). Teachers should facilitate this process by creating diverse communicative activities, especially by using authentic materials, that are interesting and challenging to the learners. In this way, learners can use the target language beyond the textbook and the classroom.

### **Incorporating Global Topics into English Language Teaching**

With the rapid development of technology and fast-paced globalization, there are increasing demands for social, cultural, and economic interconnections among people around the world and everyone is interrelated by media, telecommunication, travel and migration, global trade, and international politics (Omidvar & Sukumar, 2013). These changes require EFL/ESL college-level students to be connected, exchange ideas, and compete with people from different parts of the world (Cates & Jacobs, 2006; Gimenez, Fogaça & Metliss, 2011). To prepare students for meeting such demands, it is ideal to provide the learners in a classroom setting with "the knowledge, attitudes and skills relevant to living responsibly in a multicultural and interdependent world" (Fisher and Hicks as cited in Cates, 2000, p.241). A global issues approach to English language teaching considers the integration of current global topics

regarding world affairs, social issues and events in designing ESL/EFL curriculum (Cates, 2000; Jacobs & Cates, 1999; Erfani, 2012; Pratama, 2016).

Global education is defined, according to Tye (2003), as “learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological” (p. 165). Global topics are also referred to as “issues of global significance” (Omidvar & Sukumar, 2013), or “problems in the world” (Omidvar & Sukumar, 2013). Tye (2003) elaborates on the definition that the global topics include all problems affecting world citizens such as globalization, poverty, environment, intercultural and multicultural relations, population, health, racism and gender discrimination, human and animal rights, world peace and so on. This approach emphasizes that the world is an interdependent community and is intended to prepare students to be active and engaged participants in an interrelated world (Cates & Jacobs, 2006; Pratama, 2016; Tye, 2003).

The inclusion of global topics in curriculum aims at the development of language skills, the promotion of global awareness, and international understanding (Cates, 2000; Erfani, 2012; Omidvar & Sukumar, 2013; Pratama, 2016). Simply put, it aims to enable students to effectively acquire a foreign language by introducing and exposing them to various global topics involving world cultures and social issues. Cates and Jacobs (2006) believe that English language teachers can play a central role in preparing students for participating in a global society by understanding and discussing complex relationships of cultural, social, political, and economic issues (Alsaiddi, 2015; Erfani, 2012; Omidvar & Sukumar, 2013). Teachers can open a window of opportunity to develop the thinking skills as well as the communicative skills of students by using meaningful materials on global topics.

The rationale for the global issues approach is that the increasing globalization and

interdependence of the world in the twenty-first century demands an understanding of dealing with the issues that affect the people's lives around the world (Omidvar & Sukumar, 2013). Self-evidently, today we live in a world that faces serious global issues such as terrorism, racism, pollution, ethnic and political conflicts, threat of nuclear weapon and so on. Second, the interconnected character of world and the interdependent character of human beings necessitate knowing about world people, cultures, and issues (Cates, 2000; Omidvar & Sukumar, 2013). Using global topics as content of teaching can encourage students to use their English to clarify and express their values, and to think and speak critically about world cultures and social issues (Cates & Jacobs, 2006; Erfani, 2012). Finally, Cates (2000) concerns that students who learn by traditional education system based on memorization, passive learning, and test pressures do not have sufficient preparation to deal with increased contacts with people from different countries. In this regard, the integration of global topics in curriculum improves educational relevance of the teaching materials that can be derived from the learners' life situations, needs and interests (Cates & Jacobs, 2006; Erfani, 2012; Omidvar & Sukumar, 2013; Pratama, 2016).

The expected outcomes of the integration of global topics in curriculum are global awareness as well as cognitive and communicative competence (Cates & Jacobs, 2006; Omidvar & Sukumar, 2013). Global topics are real-world issues that make the curriculum authentic and learning more meaningful (Cates, 2000; Gimenez, Fogaça & Metliss, 2011). Hence, this approach provides appropriate communicative tasks and ample opportunities for exercising the correct language usage in the class through the class input, assigned tasks, and learning strategies (Gimenez, Fogaça & Metliss, 2011; Omidvar & Sukumar, 2013). The use of global topics as content of English education fulfils the need for more meaningful content and more authentic data in the classrooms. The second outcome is that learners will be motivated when they find out

that their prior knowledge, experience, concepts and ideas are being used to understand global content being taught in the classroom (Erfani, 2012; Omidvar & Sukumar, 2013). When learners deal with the content relevant to real life situations, they actively participate and follow instruction in the classroom. This view is in line with Freire's (2000) belief that education and knowledge are meaningful to the extent that it engages learners in reflecting on their relationship to the world they live in and provides them with a means to shape their world. The third expected outcome is that the teacher can enhance the learners' cognitive skills such as critical thinking and creative thinking (Cates, 1990; Erfani, 2012; Omidvar & Sukumar, 2013). Through the input of global topic materials, students recognize that there could be diverse ideas and perspectives existing about the causes and possible solutions of problems. Ultimately, students can develop the ability to analyze problems, identify the key issues and consider different aspects of issues by exposing to a variety of global topics, which are the integral skills for developing critical thinking (Cates & Jacobs, 2006; Erfani, 2012; Omidvar & Sukumar, 2013).

The study conducted by Omidvar and Sukumar (2013) integrated global topics into English language teaching in an intermediate conversation class. The purpose of the study is to observe learners' performance throughout the course in terms of awareness of global topics, ability to analyze global problems, and linguistic ability. The results are as follows. The participants showed an increased development in the ability to think freely about global topics and successfully analyzed the global issues. The participants were enabled to get a clear idea on global topics and relate them to their own experiences. Students could identify various world views existing and were able to promote tolerance and appreciation of different beliefs, cultures and backgrounds (Omidvar & Sukumar, 2013). In sum, the participants showed more interests and engagement to the class activities, provided rationales and balanced solutions to the various

global problems encountered, and applied their knowledge of global topics in conversations with other students.

In a globalized world, the need to understand other cultures, societies as well as the challenges and problems with which we are facing seems paramount of importance (Cates, 2009; Erfani, 2012; Omidvar & Sukumar, 2013). Incorporating global topics in English language teaching can effectively integrate a global perspective into classroom instruction through a focus on international themes and authentic materials (Erfani, 2012; Kumaravadivelu, 2006). This approach can provide appropriate content for readings, class discussions and course assignments to help learners become effective users of English in the international context and communicate with people from different cultures. Teachers all need to use reading passages, dialogues and discussions in teaching, anyway. Therefore, designing the curriculum with content that informs students of important world issues and current global affairs would offer endless resources to teachers who advocate 21<sup>st</sup> century teaching and learning. The inclusion of global topics in curriculum not only enables learners to efficiently acquire and use a foreign language in global contexts, but also empowers them with the knowledge, skills and attitude fostered by analyzing and discussing various global topics.

### **Summary**

The literature review for this field project covers only a fraction of the amount of information being produced for the study of incorporating global topics into language teaching. They, however, provide enough support and evidence for my field project and the need to incorporate global topics in the ELT classroom. This field project uses the theories and practical applications learned from the literature and study to build a set of lessons which include the current global topics in English language teaching for EFL students.

EFL students have the need for inspiring and meaningful authentic materials which contain current global topics related to cultural, social, and business issues to enhance their communication skills in a variety of social contexts. It is my hope that this field project will contribute to meeting these learners' needs and learning goals. Incorporating current global topics in ELT is an important facilitating factor in the acquisition of English as a means of global communication necessary to thrive in this rapidly globalized and highly interconnected world.



## CHAPTER III

### THE PROJECT AND ITS DEVELOPMENT

Description of the Project

Development of the Project

The Project

## CHAPTER III THE PROJECT AND ITS DEVELOPMENT

### **Description of the Project**

This field project is in the form of a handbook which consists of three sample units of curriculum that can be used as templates for teachers to create lessons. This field project and its units focus on teaching English to Korean EFL college-level students. However, the curriculum can be applied to students of other EFL countries and students of ESL community college-level. In addition, it can be adapted and extended for use in Business English courses and transition preparation training programs. Because the goal of this project is to promote learners' international understanding and global awareness, and to achieve learners' English communicative competence necessary to cope with the increasing globalization and interdependence of the world in the 21st century.

Each unit is designed as one 120-minute class per week or two 60-minute class twice a week depending on a variety of English language teaching settings. The intended target students are the upper intermediate and above level students.

The three sample units provide teachers with lessons and exercises in an integrated ESL lesson format. Each unit offers teachers a detailed example of how to teach the current global topics to students through the collection of listening, reading, speaking and writing lessons. Each unit is self-contained and can be used in any order desired. The project is organized in the following units with learning content based on the current global topics.

- Unit 1: World

“Women drivers will be legal in Saudi Arabia.”

- Unit 2: Culture

“Should teenagers go trick-or-treating?”

- Unit 3: Environment

“Trump want to put an end to Obama’s Clean Power Plan.”

The following two topics are initially envisioned to be included in the handbook. Due to time constraints, however, they are proposed for future lessons. The articles for following two topics are provided in the appendix. The news articles used in this field project are from Newsela with the reproduction permissions from their Content Team. Newsela is a website which provides the current news articles in adapted and simplified forms from mainstream news outlets for educators.

- Unit 4: Health

“Social media's effects on young people aren't all negative.”

- Unit 5: Technology

“University robotics department test-drives birdlike robot on campus.”

The last part of the handbook includes a section that has the answer key for each of the unit’s activities and the resources needed for developing lessons.

### **Development of the Project**

The idea for this field project came out of the several years of my own experience of teaching Korean EFL college-level students, an interview with five Korean recent college graduates who are currently working at national and global companies, and a written survey with ten seasoned employees of eight different trading companies in Korea. The purpose of the interview and survey is to identify the difficulties of English communication in a global working context and the challenges they encountered when they were tackling tasks with English speaking colleagues.

First, while I was teaching Korean EFL college-level students, the majority of students

were prospective college graduates who were preparing for getting a job after graduation. I taught Test of English for International Communication (TOEIC) which is a required test for getting a job in most of Korean companies and a mandatory test for graduation in many universities. On the contrary to what the test name implies, the test is mainly focused on reading comprehension, listening comprehension and a grammar parsing. Speaking test is not included in the test. (TOEIC speaking test is a separate test which is optional.) Students strived to improve test scores and eventually gained good scores through the intensive study of test-taking skills. They, however, did not have the communication skills to be successful in English job interview. I tried integrating various national and global issues as content of teaching into classroom to help students develop communication skills necessary to pass English job interview. I witnessed the result instantly that students became more confident describing events and expressing their opinions in English. Many students were very surprised by the fact that they could discuss quite complex current issues in English within a relatively short period of time. I recognized the great potential of incorporating current global topics into English language teaching for building students' communicative competence.

Another factor which contributed to the development of this field project is a computer-mediated interview with five recent college graduates who are currently working for national and global companies. The interviewees said whether they work at national or global companies, they are expected to be able to effectively communicate and interact with their multinational colleagues in global settings. However, they have difficulties exchanging ideas and sharing perspectives with the international community where they are situated due to the lack of English communication skills. An interviewee who was recently employed by Hyosung Corporation (Korean conglomerate) shared his insights that test score-driven English language learning

impeded his communicative ability:

“I am having hard time understanding my foreign engineers and buyers. Even for a casual conversation, I tend to think of very difficult words from TOEIC or TOEFL vocabulary. It makes the conversation very awkward and hinders mutual understanding.” (personal communication, May 20, 2017)

Another interviewee working in Korea International Cooperation Agency(KOICA) in Uganda stated that her English education in Korea did not prepare her to be able to demonstrate her knowledge, skills and abilities in English:

“I graduated from foreign language high school and studied English in university in Korea. But I still have difficulties using English to discuss current social, cultural, and economic issues with my multinational colleagues.” (personal communication, May 25, 2017)

All five of interviewees mentioned that Korean EFL education did not sufficiently prepare them to be equipped with English communicative competence and cultural awareness necessary to grapple with how to use English to engage in nuanced communication in a variety of situations.

Lastly, the third contributing factor to the development of this field project is a written survey with ten experienced employees of eight different trading companies in Korea. The survey consisted of five questions in regard to the difficulties and challenges of English communication in a global working context, and which English skill they want to learn most and what kind of topics they want to include if they can design their own English curriculum. Specifically, I focused on the last question which is regarding the topics the respondents most wanted in their curriculum. Seven out of ten respondents said they wanted cultural, social, economic, and world current affairs to be included in English curriculum. Because they believe these topics can generate more natural and spontaneous conversation, and help conversation last

for a longer time when they have business meetings or conference with their foreign colleagues.

This field project is based on the results of my own empirical teaching experiment, interview and written survey with Korean English users. The three sample units of lessons in this project demonstrate practical ways of incorporating current global topics into a classroom setting by using discussion, debate and presentations about current global issues and affairs. Ultimately, this project provides teachers with a wealth of content and themes which will keep students engaged and wanting to talk more about the topics.

### **The Project**

The project in its entirety can be found in the appendix.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

#### Recommendations

## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The 2017 CATESOL conference held in October under the theme of “the World is the Classroom: 21<sup>st</sup> Century Teaching and Learning”, which addressed the constantly evolving environments of the field of ESL. There have been shifts in student demographics, their academic expectations, and English language teaching and learning goals through time. Therefore, ESL professionals need to take these factors into account when they deal with the current changing trends of teaching methods and classroom realities. In this regard, producing effective English users competent in communicating and interacting in a variety of social settings is emphasized as a goal for global English language education in order to achieve greater global connectivity in today’s highly globalized and interdependent world.

Unfortunately, many EFL college-level students, specifically Korean students do not seem to have sufficient preparation to build English communicative competence and cultural awareness necessary to cope with various local and global situations in which they need to communicate meaningfully and purposefully as effective English users (Cho, 2004; Mikio, 2008; Taie, 2015). The major factors for the Korean EFL students’ insufficient communicative competence results from the English language teaching and learning goals mainly focused on earning good test scores and getting high status jobs (Cho, 2004; Mikio, 2008; Taie, 2015), teaching methodologies which put greater emphasis on memorization, grammar parsing, and test-taking skills (Redmond, 2017; Taie, 2015), as well as the lack of teaching curriculum which provides motivating themes, authentic materials, and meaningful content (Cates, 1997; Jacobs & Cates, 2006; Larsari, 2011).



The purpose of this project is to provide a means of enhancing students' communication skills by incorporating a variety of meaningful global topics related to current cultural, social, business, and world issues and events from students' local as well as around the world. The goal of this project matches the view of Wilga Rivers (1976) who states that "as language teachers, we are the most fortunate of teachers; all subjects are ours. Whatever the students want to communicate about, whatever they want to read about is our subject matter" (as cited in Jacobs & Cates, 1999, p. 48). Adapting Rivers' view, this project is designed to provide an example of how teachers can develop practical and effective teaching materials using meaningful global topics relevant to students' lives and interests in order to maximize the opportunities to achieve their communicative competence.

The significance of this project is that it has the potential to stimulate students' interests, and keep students engaged and wanting to talk more about the topics. Students not only learn the topics for themselves but also, they are motivated to deliver the new information they have learned from the class to other people around them (Marzban & Davaji, 2015). Raising healthy discussions about the topics and promoting communication between and among the students could foster the ability to handle speaking in real-world contexts (Jacobs & Cates, 2006; Larsari, 2011; Yakovchuk, 2004). Ultimately, this project will enable students to view English as a language for learning about new knowledge and the world, and communicating with world people which is the primary goal of the English language learning in the 21<sup>st</sup> century.

In the future, implementing this curriculum in the classroom is important to get a sense that what aspects of this curriculum works and what components need to change. Finding what issues and topics are relevant to students the most and documenting feedback from students regarding the curriculum are my further research goal that might build upon in the years to come.

The process of developing this field project has been a great journey of personal and professional renewal and refreshment. What started purely as a project has now grown into an eagerness to want to teach better. It is my hope that teachers will be able to reach more students more effectively and more compassionately by implementing this project into their curriculum.

### **Recommendations**

I recommend that this field project be considered for use as part of teacher training, such as the workshop run by the Language institute, TESOL certificate programs and MA TESOL programs. Teacher training can be an important part of efforts to encourage the inclusion of the global topics in the classroom. Training programs can provide opportunities for prospective teachers to raise awareness of making connections between formal instruction and students' own lives using a variety of global topics. It is highly recommended that training programs use this handbook as a practicing tool for designing and teaching model English language lessons on the current global topics.

My second recommendation is aimed at teachers who currently work with students in various educational settings such as EFL/ESL programs, Business English courses, and transition preparation training programs. This project offers teachers, who are interested in incorporating the global topics into their curriculums, the chance to explore teaching ideas, resources, and activities from the global topics. I recommend that teachers use this project as a useful method to create additional lessons having to do with other global topics including health, technology, economy, and politics that are relevant to their own students' needs and interests.

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## APPENDIX

Learning English through Global Topics:  
For Being an Effective English User







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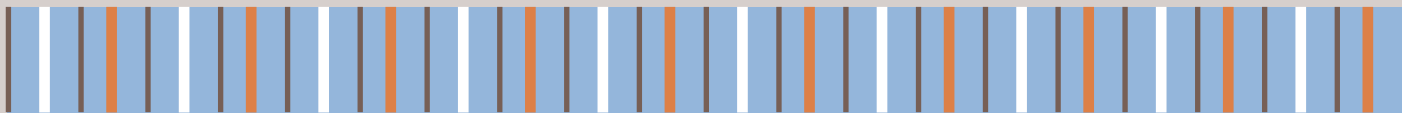
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# INTRODUCTION



## Intended audience

These sample units of lessons are designed to be used as teacher guide for English language teaching integrating global issue topics into language learning. The intended target audience is educators who work with EFL college-level students and ESL community college-level students who will be continuing their education or entering employment.

## Table of class specification

Level	Upper intermediate and above
Class size	Approximately 15~ 20 students.
Hours of instruction	60-minute class twice a week or 120-minute class once a week
Focus of lessons	✓ Learning global issue topics ✓ Verbal communication

## Why should teachers use this guide?

- ✓ To enhance students' communication skills to discuss current global events and issues in various contexts such as academic and work-related seminars, business meetings, and in other social site.
- ✓ To promote students' international understanding and global awareness by enabling students to understand and discuss global issue topics.
- ✓ To facilitate the process of achieving their communicative competence through a constructive discussion about meaningful content.
- ✓ To motivate and engage students in curricular topics by integrating various real-world topics into a classroom setting.



# To the teacher



Welcome to *Teaching English through Global Issue Topics*. This is a handbook for English language teachers integrating global issue topics into language learning. Inside you will find the three sample units of lessons along with answer keys to all of the exercises.

The first and foremost goal of the units is to enable students to become effective English users. Therefore, the lessons are designed to provide practical ways of incorporating global issue topics into a classroom setting by using various speaking skills such as, presentations, discussions, and debates about current global issues and affairs.

Each unit applies and integrates ideas and frameworks from Communicative Language Teaching (CLT) and the Participatory Approach into activities. They provide highly interactive and adaptable lessons that can serve as templates for future lessons. The handbook is organized in the following units:

- Unit 1: World  
    "Women drivers will be legal in Saudi Arabia."
- Unit 2: Culture  
    "Should teenagers go trick-or-treating?"
- Unit 3: Environment  
    "Trump want to put an end to Obama's Clean Power Plan."

Lessons are designed based on the consideration that whether the content is relevant to the students, whether it reflects a current world issue or event, and whether it increases student interest levels. It is my hope that this handbook can contribute to your efforts to enhance your students' communicative competence with which they can share ideas, opinions, and perspectives with other English users in various social contexts.

We are all teachers who have eagerness to want to teach better. I sincerely hope that we will be able to reach more students more effectively and more compassionately by implementing this project into our curriculum.

Sylvia Chaiyeon Lee

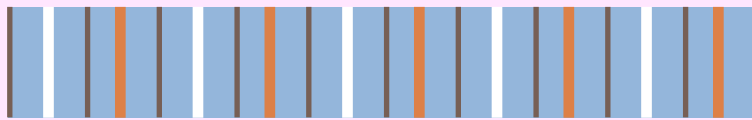
# UNIT 1. WORLD



## **Topic:**

**Women drivers will be legal in Saudi Arabia**





## UNIT 1 - WORLD

### 1. Before you read

**A PAIRS.** Discuss the following facts about Islam with your partner.  
If the statement is true, circle T. If it is false, circle F.

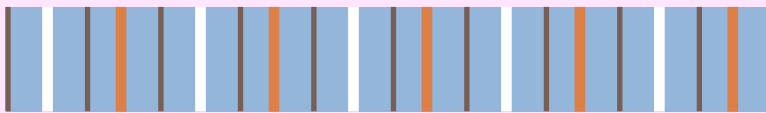
#### 7 quick facts about Islam

1. Islam means "the surrendering of one's will to the true will of God" .	T F
2. Islam is the fastest growing religion in the world today.	T F
3. The followers of Islam are called Muslims.	T F
4. Arabs only constitute about 20% of Muslims worldwide.	T F
5. Muslims believe in "Allah" which is the Arabic word for "God" .	T F
6. Muslim women wear the head-covering (hijab) in following of God's order to dress modestly.	T F
7. Muslims from different parts of the world will have varying cultures even though they share the same religion.	T F

**B CLASS.** Answer the questions with your best guess.

#### Do you think...

- |  |        |
|--|--------|
| 1. Today, women in Saudi Arabia can drive a car ?                                      | Yes No |
| 2. Women in Saudi Arabia allowed to be in the stadium to watch sports games in Riyadh? | Yes No |
| 3. Most people in Saudi Arabia follow Islam and they are called Muslims?               | Yes No |
| 4. Women in Saudi Arabia have to get men in their families to drive them?              | Yes No |
| 5. Women in Saudi Arabia have rights to vote and run in elections?                     | Yes No |



## UNIT 1 - WORLD

### C VOCABULARY PREVIEW Match each word with its definition.

_____ 1. announce	a) traditional a person who is conservative
_____ 2. conservative	b) to officially tell people
_____ 3. steadily	c) to prevent or forbid
_____ 4. legal	d) to physically harm something
_____ 5. bar	e) to stay in the same place
_____ 6. damage	f) to continue without changing
_____ 7. practice	g) gradually
_____ 8. remain	h) allowed by the law
_____ 9. maintain	i) to live according to the customs

### D FOCUS QUESTIONS Read the following questions and reflect on them when reading.

1. What will be legal for Saudi women from June 2018?
2. Why were some religious leaders in Saudi Arabia against allowing women to drive?
3. How do women in Saudi Arabia get to work or simply get around when they were not allowed to drive?



**Read the passage silently while reflecting on focus questions.**

## **Women drivers will be legal in Saudi Arabia**

By Associated Press, adapted by Newsela staff

9/29/2017

**RIYADH, Saudi Arabia —**

Women will be allowed to drive for the first time in Saudi Arabia, the kingdom announced on September 26, 2017.

The change is set to start next summer.



### **Women Faced Jail Time For Driving**

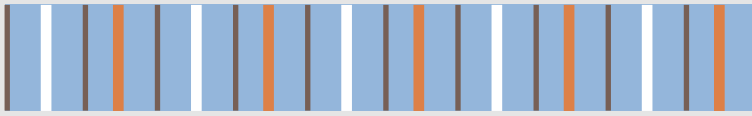
Some women had been demanding to be allowed to drive. They faced being held in jail for driving.

The very conservative kingdom was the only country in the world to bar women from driving. Conservatives like the way things are traditionally done. For years, the kingdom had gotten attention around the world for jailing women who drove.

The move has been welcomed by the United States. It is an important opening for women in Saudi Arabia. Women's rights have steadily and slowly gained ground over the years. But, Saudi women remain largely under the control of male relatives due to laws.

### **More Rights For Women**

King Salman and his young son, Crown Prince Mohammed bin Salman, are changing the laws for women. They allowed women into the stadium in Riyadh. The stadium had been used only for men to watch sports games. The king and his son have also opened the country to more fun events.



## UNIT 1 - WORLD

Read the passage silently while reflecting on focus questions.

### Women drivers will be legal in Saudi Arabia

Women's rights **activists** since the 1990s have been pushing for the right to drive. They have said it shows their fight for the law to be fair to women.

Most people in Saudi Arabia follow Islam. Islam is a religion. It is one of the world's main religions. Its followers are called Muslims. There are many different kinds of Islam, just like there are different kinds of Christianity. The kind practiced in Saudi Arabia is very conservative or strict. Some religious leaders warned against allowing women to drive. The leaders have power in the courts and in schools. They argued it would damage society and lead to sin.

Women in Saudi Arabia have to get men in their families to drive them. They need men to take them to work. The richer women have **male** drivers. More recently, in major cities, women could use ride services like Uber.

#### The Kingdom Took Its Time Before Letting Women Drive

Women will not be allowed to drive right away. A group will look into how to use the new **order**. It is set to begin in June 2018.

The kingdom was slow to let women drive. It had started to let them do other things, though. One was allowing women to vote and run in elections. That started in 2015.

Heather Nauert works for the government in the United States. She said the U.S. is happy with the move. She called it "a great step in the right direction for that country."

*people who support strong actions to help make changes in society*

*a man or a boy*

*an instruction or direction that must be obeyed*

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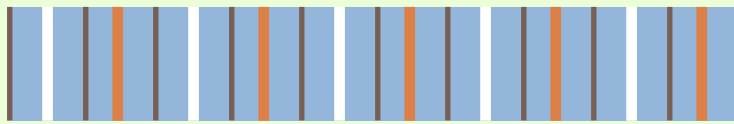
## 2. Reading Comprehension

**A** Read the statements below. Mark the sentences True (T) or False (F). If it is false, correct the information.

1. Many women in Saudi Arabia have been sent to jail for driving illegally.	T F
2. Many people have wanted women in Saudi Arabia to be given more rights.	T F
3. Saudi Arabia had a stadium only used for men to watch sports games .	T F
4. Women in Saudi Arabia have to get men in their families to drive them.	T F
5. King Salman said that women driving would lead to sin.	T F

**B** Looking for details

- Which sentence from the article BEST states a main idea of the article?
  - Men in America are not happy about the new law in Saudi Arabia.
  - Saudi Arabia has announced a new law that will allow women to drive.
  - Saudi Arabia is ruled by King Salman and Crown Prince Mohammed bin Salman.
  - Women in Saudi Arabia will face being held in jail for driving next year.
- Why did it take so long for women in Saudi Arabia to be able to drive ?
  - Because all Islamic countries banned women from driving due to laws.
  - Because it was easy for women in Saudi Arabia to get around without relying on men.
  - Because some conservative religious leaders believed women driving would damage society and lead to sin.
  - Because women's rights in Saudi Arabia were steadily diminished over the years.



## UNIT 1 - WORLD

### 3. Vocabulary Review

**A** Complete the sentences using one of the following words. You may need to change the word forms.

male	remain	June	religion	conservative
legal	announce		stadium	right
under	maintain	fair	election	activist

1. Saudi Arabia has \_\_\_\_\_ its decision to make it \_\_\_\_\_ for women to drive. The country \_\_\_\_\_ conservative, and women are still \_\_\_\_\_ the control of \_\_\_\_\_ relatives, but many hope this is one step toward greater freedom for Saudi women.
2. Most people in Saudi Arabia practice a very \_\_\_\_\_ form of Islam, one of the world's main \_\_\_\_\_.
3. Saudi Arabia has long \_\_\_\_\_ laws against women driving or appearing at public \_\_\_\_\_. Those two laws were changed recently despite the opposition of many \_\_\_\_\_. Saudi women will begin to have equal \_\_\_\_\_ starting in \_\_\_\_\_.
4. Women's rights \_\_\_\_\_ since the 1990s have been pushing for the right to drive. They have said it shows their fight for the law to be \_\_\_\_\_ to women.
5. Saudi Arabia was slow to let women drive after the kingdom allowed women to vote and run in \_\_\_\_\_ for the first time in late 2015.

## 4. Speaking skill 1

**A PAIRS.** Discuss the answers with your partner.

1. What part of the reading was most interesting/ strange/ shocking to you?
2. Pick six details from this article and share them with your partner.
3. What do you know about Islam culture?

**B VIDEO.** Work with a partner. Watch the video twice and take turns retelling what you learned from the video.



<https://youtu.be/Efnwlmw8KTg>

**Saudi Arabian women gain right to drive after decades of protest.**





## UNIT 1 - WORLD

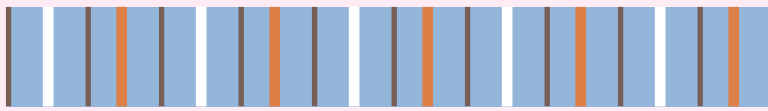
**C GROUPS.** Work in a group of 5. Based on the reading and the video, discuss the following critical thinking questions.

1. Imagine and discuss what would it be like if you are not allowed to drive by law.
2. Many conservative Muslims still think women driving would lead to sin. What do you think of this opinion?
3. What do you think about religion taking part in politics or the law-making process just like the case of Saudi Arabia?

### Useful Language

#### Expressing an opinion

- |                                 |                              |
|---------------------------------|------------------------------|
| • In my opinion....             | • It is my belief that...    |
| • From my experience...         | • From my point of view....  |
| • I would say that ...          | • The way I look at it is... |
| • As far as I am concerned, ... | • It seems to me that ...    |



## UNIT 1 - WORLD

**C GROUP.** Discuss the main event of the article and the causes of this event. Write your answers in your notebook.

### 1. Main event

Example) Saudi Arabia recently announced that it will allow women the right to drive.

### 2. Causes of banning women from driving

Examples)

1. Saudi women remain largely under the control of male relatives due to laws.
2. The kind of Islam practiced in Saudi Arabia is very conservative or strict.
3. Some conservative religious leaders were against allowing women to drive.
4. The leaders have power in the courts and in schools and argued it would damage society and lead to sin.

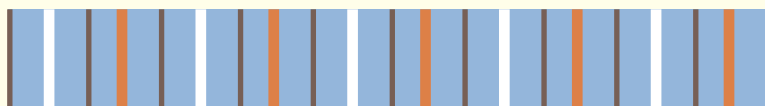
### 3. Causes of allowing women to drive

Examples)

1. Women's rights activists have been pushing for the right to drive since the 1990s.
2. Women's rights have steadily and slowly gained ground over the years.
3. Women are allowed to vote and run in elections starting in 2015.

### 4. Effect

Example) This recent new law provides hope that this is one step toward greater freedom for Saudi women.



## 5. Speaking skill 2 – Presentation

**A PAIRS.** Tell in your own words what the article is about to your partner.

**B CLASS.** Present the main event of the article and the causes of the events to the class. Give three or more causes for the main event you present.

\* Rubrics for a presentation can be found in the answer key. (p. 40)

## 6. Writing

**A** Write a letter to conservative Muslims who believe women driving would lead to sin. Convince them why women need to drive in a modern society. Give three reasons.


\* Rubrics for writing can be found in the answer key. (p.41)



# UNIT 2. CULTURE



**Topic:**

**Should teenagers go trick-or-treating?**

## 1. Before you read

### 5 popular activities for Halloween



1. dressing up in costumes
2. playing 'trick-or-treat'
3. carving jack-o-lanterns out of pumpkins
4. watching horror movies
5. visiting haunted houses

**A PAIRS.** Familiarize with the words/phrases and discuss your experiences with these words.



**treat:**

something that tastes good and that is not eaten often



**trick or treat:**

people dress up in costume and go door to door shout, "trick or treat"



**Jack-o-lantern:**

a carved pumpkin with a scary face



**haunted house:**

a house where people believe the spirits of the dead live

**B CLASS.** Discuss the questions in pairs and share with the class.

1. What is the origin of Halloween?
2. What do people do for Halloween?
3. Why do people follow the traditions of Halloween?

## C VOCABULARY PREVIEW Match each word with its definition.

_____ 1. debate	a. the number of votes
_____ 2. poll	b. answer to a question
_____ 3. hand out	c. discuss with people whose opinions are different
_____ 4. respond	d. give
_____ 5. turn away	e. give reasons for or against
_____ 6. argue	f. having a fully grown body
_____ 7. mature	g. having a feeling that something is wrong
_____ 8. comment	h. not accept
_____ 9. suspicious	i. express an opinion
_____ 10. refuse	j. do not allow to enter a place

## D FOCUS QUESTIONS Read the following questions and reflect on them when reading.

1. According to "The Today Show", how did 2,000 people respond to the question, "How old is too old to trick-or-treat?"
2. How did the new Facebook post disagree with the result of the today show?
3. Why did Christy Madewell Tull refuse to open her door to teen trick-or-treaters?



## UNIT 2 – CULTURE

Read the passage silently while reflecting on focus questions.

### Should teenagers go trick-or-treating?

By Lisa Gutierrez, Kansas City Star, adapted by Newsela staff

10/31/2017



Should teenagers go trick-or-treating? This question comes up every Halloween. People do not agree on the answer. A Facebook post has started the debate again. The social media post became very popular. Almost 500 people left comments on it. About 4,000 people shared it.

Last year, "The Today Show" did a poll on this topic. The poll asked, "How old is too old to trick-or-treat?" More than 2,000 people responded. They did not all agree on one age. But most people said kids should stop trick-or-treating between the ages of 12 and 17.

#### Should Everyone Get Candy?

The new Facebook post does not agree. Everyone should get candy on Halloween, the post says. Age should not matter. The post was written to people who hand out candy on Halloween. It said they should hand out candy to teenagers.

The post made two arguments. First, it said trick-or-treating is a good activity for teens. It is a safe and legal way for them to celebrate. Trick-or-treating is better than other, more dangerous activities, the post argued. It is one reason why they should not turn away older trick-or-treaters.

Second, the post said not all teens are very mature yet. Their age and size does not always match the age that they feel. "You may see a teenager," the post said. But that teen may still feel younger and still feel like a kid.



## UNIT 2 – CULTURE

**Read the passage silently while reflecting on focus questions.**

### **Should teenagers go trick-or-treating?**

Most of the commenters agreed. They felt that all trick-or-treaters should get candy. Age should not matter.

#### **No Costume? No Candy**

However, some did not agree. Trick-or-treating is for little kids, they said. Diane Thorne was in this group. She wrote that teens should not be trick-or-treating. They should get jobs. That way, they can buy their own candy, she said.



Some people said they would not open the door to very tall trick-or-treaters. Others said it would depend on if the teens were dressed up. Some did not like that teens do not always wear **costumes**.

Karin Edwards wrote a comment. She said candy is expensive. "I'd rather give what I have to little ones," she said. She said this is more true when teens do not even dress up. Then she really does not want to give them anything.

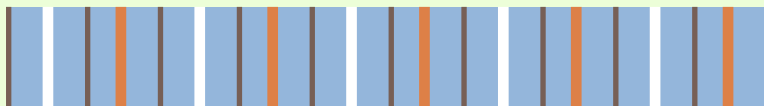
#### **No Trust For Teens From Some Commenters**

A few comments showed something else. Some people have had bad experiences. Teen trick-or-treaters have not been polite to them. This has made some of them suspicious.

Christy Madewell Tull is one example. She wrote that teens go trick-or-treating too late. They show up at her door late at night. They come in large groups. She does not like that. "I refuse to open my door," she said.

Most people did not feel this way, though. They wrote that they do not mind when teens trick-or-treat. They will give candy to any trick-or-treater. It doesn't matter if the trick-or-treater is 6 or 16.

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### 2. Reading Comprehension

**A** Complete the chart below using information from the reading passage.

**Should teenagers go trick-or-treating?**

YES	NO
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

**B** Looking for details

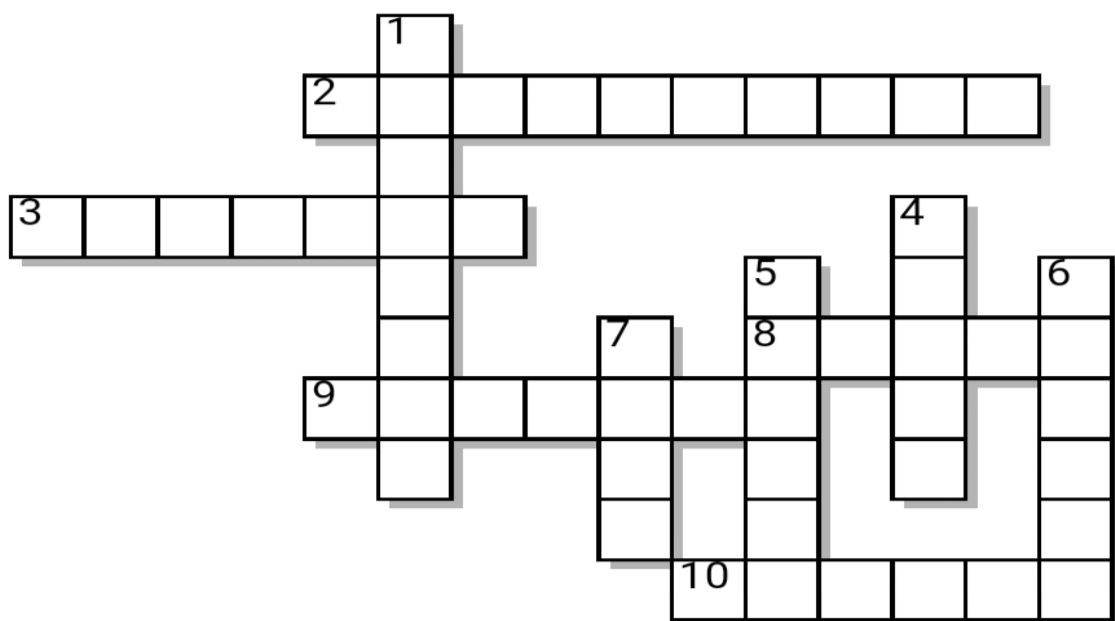
- Which sentence explains why many people think teenagers should trick-or-treat?
  - Some people had bad experiences with teen trick-or-treaters.
  - It said a teen's age and size does not always match his or her mental age or special needs.
  - "Candy is expensive," commented Karin Edwards. "I'd rather give what I have to little ones than to a teen."
  - They would give candy to any trick-or-treater that visits them on Halloween.
- In the article, what information supports the author's idea that teenagers should not trick-or-treat?
  - She wrote that teens should not be trick-or-treating.
  - That way, they can buy their own candy, she said.
  - She really does not want to give them anything.
  - They show up at her door late at night.



### 3. Vocabulary Review

**A** Complete the following cross-word puzzle with correct words.

Should teenagers go trick-or-treating?



#### ACROSS

- 2 having a feeling that something is wrong
- 3 express an opinion
- 8 give reasons for or against
- 9 give
- 10 not accept

#### DOWN

- 1 do not allow to enter a place
- 4 based on the law
- 5 having a fully grown body
- 6 give reasons for or against
- 7 the number of votes



## 4. Speaking Skill 1

**A PAIRS. Quiz your partner** Student A asks questions in the blue box. Student B asks questions in the green box. Answer in complete sentence.

### Student A

1. According to the new Facebook post, what is the reason why adults should not turn away teen trick-or-treaters?
2. What is the second reason why people should hand out candy to teenagers?

### Student B

1. Why dose Diane Thorne think teens should not be trick-or-treating?
2. Why did Christy Madewell Tull refuse to open her door to teen trick-or-treaters ?

**B VIDEO. Work with a partner. Watch the video twice and take turns retelling what are some popular activities for Halloween.**



### Whitney and Blakely's Halloween

(<https://youtu.be/ly9mYY4HtWs>)





**C GROUPS.** Work in a group of 5. Based on the reading and the video, discuss the following critical thinking questions.

1. Do you think Halloween is better than other holidays, such as Christmas? Why/not?
2. Some people think Halloween is dangerous. What do you think?
3. Usually only children go trick-or-treating. What age is too old to dress up in a costume and do this?

## Useful Language

### Interrupting to add to a point

Can I make a point here?

One more thing...

Just a small point.

Can I just add something here?

I hate to interrupt, but...

I'd like to raise a point.

I'd like to add...

Just to piggyback on your

## 5. Speaking skill 2 – Presentation

**A CLASS.** Tell in your own words what the article is about to your partner. Then, present positive opinions and negative opinions of teen's going trick-or-treating to the class.

The article is about \_\_\_\_\_.

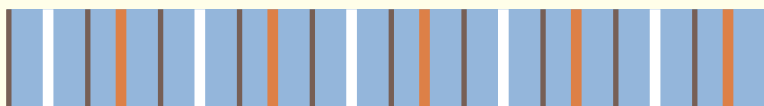
### Positive opinions

1.
2.
3.

### Negative opinions

1.
2.
3.

\* Rubrics for speaking can be found in the answer key. (p. 44)



### 6. Writing

- A** Write your personal opinion about whether you agree or disagree with teen's going trick-or-treating. Include topic sentence, at least three supporting points, and conclusion.


#### Writing Format

Topic: I agree/disagree with teen's going trick-or-treating.

1. Topic sentence.  
\_\_\_\_\_
2. Write at least three supporting points.  
(The reasons why you agree/ disagree with teen's going trick-or-treating.)
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
3. Concluding sentence.  
\_\_\_\_\_

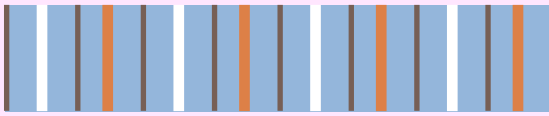
\* Rubrics for writing can be found in the answer key. (p. 44)

# UNIT 3. ENVIRONMENT



## **Topic:**

**Trump wants to put an end to Obama's Clean Power Plan**



## UNIT 3—ENVIRONMENT

### 1. Before you read

**A VIDEO.** Watch the video twice.



#### Greenhouse Gases and Global Warming

(<https://youtu.be/dw9KO9JsGGk>)

**B PAIRS.** Look at the picture. Based on the video and the picture, discuss the questions.

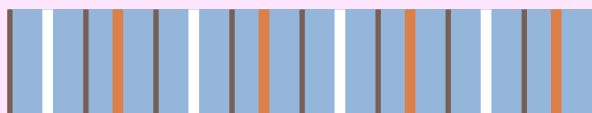
1. Describe what is happening in the picture.
2. According to the video, what are greenhouse gases?
3. What comes to mind when you think of global warming?
4. Do you think human activity is responsible for global warming?



Continued emission of greenhouse gases will cause further warming and long-lasting changes in the climate system .

**C CLASS.** Answer the questions with your best guess.  
**Do you think...**

- |   |     |    |
|---|-----|----|
| 1. Former president Barack Obama made the Clean Power Plan?                     | Yes | No |
| 2. A green house gas is different from carbon dioxide?                          | Yes | No |
| 3. The majority of scientists disagree that climate change is caused by people? | Yes | No |
| 4. The Trump administration is environmentally friendly?                        | Yes | No |
| 5. Many jobs are being created for wind and solar power ?                       | Yes | No |



## UNIT 3 -ENVIRONMENT

### **D VOCABULARY PREVIEW** Match each word with its definition.

_____ 1. abandon	a. the air in a particular area
_____ 2. administration	b. building in which electricity is produced
_____ 3. limit	c. find and take away coal, gold, diamonds, etc.
_____ 4. atmosphere	d. catch , force to stay
_____ 5. power plant	e. release
_____ 6. trap	f. to say in a strong way
_____ 7. emit	g. a government that is identified with its leader
_____ 8. declare	h. keep something from becoming greater
_____ 9. mine	i. able to be replaced by nature
_____ 10. renewable	j. give up

### **E FOCUS QUESTIONS** Read the following questions and reflect on them when reading.

1. What is the former president Barack Obama's Clean Power Plan?
2. Who was Scott Pruitt during the Obama's administration and what was he trying to stop?
3. Why many environmental groups think the Trump administration is not environmentally friendly?





## UNIT 3 -ENVIRONMENT

Read the passage silently while reflecting on focus questions.

### Trump wants to put an end to Obama's Clean Power Plan

By Associated Press, adapted by Newsela staff

10/13/2017



Environmental Protection Agency Administrator Scott Pruitt (left) talks to a reporter after speaking at Whayne Supply in Hazard, Kentucky, October 9, 2017. Pruitt says the Trump administration will abandon the Obama administration's Clean Power Plan aimed at reducing global warming.

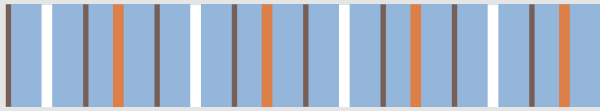
HAZARD, Kentucky — As president, Barack Obama made the Clean Power Plan. The plan was a set of rules that would limit the amount of greenhouse gases emitted, or released, by power plants. A coal-fired power plant uses coal to make electricity. These power plants release a lot of carbon dioxide. Carbon dioxide is a harmful greenhouse gas.

The majority of scientists agree that climate change is caused by people. When we burn fossil fuels like oil, coal and natural gas, greenhouse gases like carbon dioxide are released into the atmosphere. Greenhouse gases trap heat. This is causing the Earth to get warmer.

Obama hoped to cut levels of carbon dioxide below what they were in 2005. So, he created the Clean Power Plan.

#### Pruitt Disagreed With Obama's Rules

Scott Pruitt used to be the attorney general of Oklahoma. Pruitt tried hard to stop Obama from limiting greenhouse gas emissions. He disagreed with Obama's environmental rules. Pruitt rejects the scientific view that humans are causing global warming.



## UNIT 3 -ENVIRONMENT

Read the passage silently while reflecting on focus questions.

### Trump wants to put an end to Obama's Clean Power Plan

#### Trump Supports Coal Mining

Trump thinks many coal-fired power plants closed and many people who worked in coal mines have lost their jobs due to the Clean Power Plan. Trump was very popular in states where many people who work in coal mines. He promised to get rid of the Clean Power Plan when he was running for president in 2016.

Scott Pruitt leads the Environmental Protection Agency, or EPA under the Trump administration. On Tuesday, Pruitt signed a notice. It declared that Obama's Clean Power Plan went too far. The rule set emissions standards that power plants could not reasonably meet, Pruitt says.

#### Trump Is Not Environmentally Friendly

Under President Trump, the national government is not as harsh about getting states to lower greenhouse gas emissions. Trump and Pruitt also ended other rules that limit pollution and wastewater from **power plants**. The president announced earlier this year that he will pull the United States out of the Paris climate agreement. In that plan, nearly 200 countries committed to fight global warming.

Environmental groups quickly criticized Pruitt's decision. Michael Brune, the executive director of the Sierra Club, says Trump is ignoring the "**deadly** cost of pollution".

*extreme or complete*

Even though many coal jobs are being lost, new jobs are being created. Building **solar panels** and **wind turbines** are clean energy jobs. Solar and wind are renewable energy sources which do not release greenhouse gases.

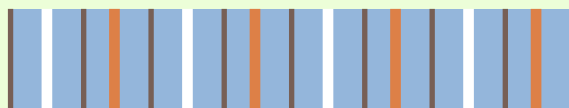
solar panels



wind turbines



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## UNIT 3 –ENVIRONMENT

### 2. Reading Comprehension

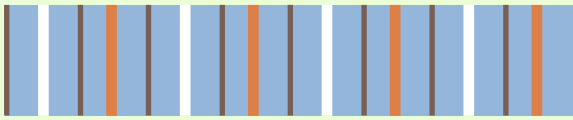
**A** Read the statements below. Mark the sentences True (T) or False (F). If it is false, correct the information.

1. Global warming is caused by greenhouse gases being trapped in the air.	T F
2. The Clean Air Plan was considered a very important part of President Obama's effort to slow climate change.	T F
3. President Trump promised to help the struggling coal mines when he was running for president	T F
4. Pruitt admitted the view that humans are responsible for global climate change.	T F
5. Many jobs are also being created for wind and solar power, Brune says.	T F

#### **B** Looking for details

- Which sentence from the article BEST states a main idea of the article?
  - President Trump promised to help the coal mines when he was running for president.
  - Scott Pruitt rejects the view that humans are responsible for global climate change.
  - President Trump believes that coal mines will make more money with fewer environmental rules.
  - President Trump chose Scott Pruitt as the head of the Environmental Protection Agency.
- Which of following two sentences BEST explains what greenhouse gases are?
  - Greenhouse gases trap heat in the air.
  - Solar panels release a high amount of harmful greenhouse gases.
  - Greenhouse gases are released by burning fossil fuels like coal or oil.
  - Many jobs are created because of greenhouse gases.



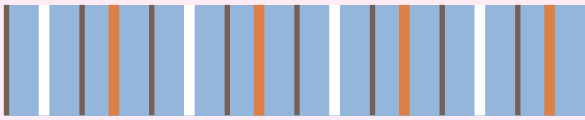


## UNIT 3- ENVIRONMENT

### 3. Vocabulary Review

**A Choose the word with the closest meaning to the underlined word in the following sentences.**

- The Trump administration will abandon the Obama administration's Clean Power Plan aimed at reducing global warming.  
A. support      B. stop supporting      C. control      D. delay
- The plan was a set of rules that would limit the amount of greenhouse gases released, by power plants.  
A. prevent an increase      B. an amount that is the highest allowed  
C. without being controlled      D. include
- When we burn fossil fuels like oil, coal and natural gas, greenhouse gases like carbon dioxide are released into the atmosphere.  
A. the Earth      B. a planet  
C. the air in a particular area      D. an interesting quality
- Greenhouse gases trap heat. This is causing the Earth to get warmer.  
A. stop from escaping      B. a device that is used for catching animals  
C. reflect      D. hit
- Many coal-fired power plants emit a lot of carbon dioxide. Carbon dioxide is a harmful greenhouse gas.  
A. absorb      B. draw      C. release      D. prevent something from pass through
- In Paris climate agreement, nearly 200 countries committed to fight global warming.  
A. disagree      B. decide to support      C. announce      D. refuse
- Solar and wind are renewable energy sources which do not release greenhouse gases.  
A. finite      B. valuable      C. having a limited nature      D. able to be replace by nature



## UNIT 3 - ENVIRONMENT

### 4. Speaking Skill 1

**A PAIRS. Ask and Answer Practice** asking and answering the following questions with a partner. Write the answers in complete sentences in your notebook.

1. What is former president Barack Obama's Clean Power Plan?
2. Explain what greenhouse gases are and how they cause global warming.
3. Who was Scott Pruitt during the Obama's administration and what was he trying to stop and why ?
4. Why do many environmental groups think the Trump administration is not environmentally friendly?

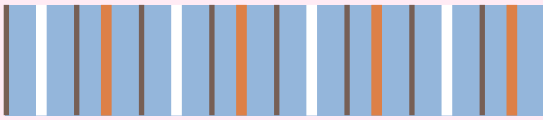
**B PAIRS. Based on reading, write at least 3 points under each heading in the table. Share information with your partner.**

#### Obama's environmental policy

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Trump's environmental policy

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## UNIT 3 - ENVIRONMENT

### 5. Speaking Skill 2 - Debate

#### Debate Format

I . Opening statement (clear statement of main idea)

II. Topic Points

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

III. Counterarguments

IV. Closing statement

**A GROUPS.** Divide the class into 4 groups and 2 groups will debate each other. Your teacher will tell you which administration's environmental policy your group will debate for or against. Each group will explain why the group agrees with the administration's policy they are assigned to. You will have 20 minutes to prepare your arguments.



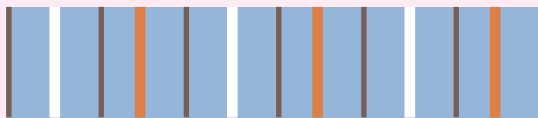
The Clean Power Plan

Supporting coal mining

The Obama administration

The Trump administration

\* Rubrics for debate can be found in the answer key. (p.46)



## UNIT 3 - ENVIRONMENT

### Debate Instruction

#### I . Opening Statement Presenter ( 1 minute)

: Gather the main arguments into an introductory statement. Do not give specific information. Just says “this is true because A and B and C.”

1. \_\_\_\_\_

#### II . Topic Points Presenters ( 3~5 minutes)

: Present the main arguments for the team. Each presenter give specific details that **prove** A and B and C. (2 or 3)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#### Counterargument Conference (5 minutes)

#### III. Counterarguments Presenters (2~3 minutes)

: Answer the arguments of the other team. These presenters must take notes as the other team is presenting their arguments and respond to every argument, using specific information to **disprove** them. (1 or 2)

1. \_\_\_\_\_

2. \_\_\_\_\_

#### IV. Closing Statement Presenter (2 minutes)

: Present the closing arguments for the team. Repeat the main idea for this and this and this reasons.

1. \_\_\_\_\_

\* Adapted from the Lincoln-Douglas Debate Format



## UNIT 3 - ENVIRONMENT

### Debate Phrases

When you are listening to the other side.	When you need to say something now.
<ul style="list-style-type: none"><li>• I see your point, now let me respond to it.</li><li>• Yes, I understand, but my opinion is that...</li><li>• I'm afraid I can't agree with your point.</li><li>• We can see what you're saying, but the problem is that...</li><li>• I think I've got your point, now let me respond to it.</li></ul>	<ul style="list-style-type: none"><li>• I'm sorry to interrupt, but you've misunderstood our point.</li><li>• Excuse me, but that's not quite correct.</li><li>• Sorry, I have to disagree with your point.</li><li>• Let me just respond to that, please.</li><li>• If you don't mind, I'd like to add a comment here...</li></ul>
When you give your counterargument.	When you give concluding statements.
<ul style="list-style-type: none"><li>• The main point I would like to raise is this...</li><li>• Our position is the following...</li><li>• I'd like to deal with two points here. The first is...</li><li>• Let me just restate my position.</li><li>• Just to be clear, here is what I mean...</li></ul>	<ul style="list-style-type: none"><li>• To sum up, here are the main points we have claimed...</li><li>• To recap the main points...</li><li>• In summary, we want to point out that...</li><li>• Let me summarize our position.</li><li>• The stronger argument/team today is...</li></ul>

\* These phrases are from Debate and Discussion by David Moser.



## UNIT 3 - ENVIRONMENT

### 5. Writing

- A** Write a brief proposal of your position using a following table as a brainstorming tool. Give at least three reasons why you support the specific administration's policy. Be as convincing as possible.


The Clean Power Plan	Supporting coal mining
<div>The Obama administration</div> <div>1. _____</div> <div>2. _____</div> <div>3. _____</div>	<div>The Trump administration</div> <div>1. _____</div> <div>2. _____</div> <div>3. _____</div>

\* Rubrics for writing can be found in the answer key. (p.47)

# ANSWER KEY

## UNIT 1. WORLD

### 1. Before you read

#### A 7 quick facts about Islam

1. T 2. T 3. T 4. T 5. T 6. T 7. T

#### B Answer the questions with your best guess.

Answers will vary.

#### C Vocabulary preview

1. b 2. a 3. g 4. h 5. c 6. d 7. i 8. e 9. f

#### D Focus Questions

1. Driving will be legal for Saudi women from June 2018.
2. Because they believe women driving would damage society and lead to sin.
3. Women in Saudi Arabia have to get men in their families to drive them to work.

### 2. Reading comprehension

#### A Mark the sentences True (T) or False (F).

1. T 2. T 3. T 4. T 5. F

#### B Looking for details

1. B 2. C

### 3. Vocabulary preview

- #### A
1. announced / legal / remains / under / male
  2. conservative / religion
  3. maintained / stadium / right / June
  4. activist / fair
  5. election

## UNIT 1. WORLD

### 4. Speaking skill 1

**A** Discuss the answers with your partner.

Answers will vary.

**B** Watch the video.

<https://youtu.be/Efnwlmw8KTg>

**C** Discuss the following critical thinking questions.

Answers will vary.

### 5. Speaking skill 2– Presentation

**A B** Rubrics for presentation

Description	5	4	3	2
	Excellent	Good	ok	Needs work
1. Included the proper summary of the article.				
2. Included the main event of the article.				
3. Included sufficient causes of the event.				
4. Spoke loudly, slowly, and clearly.				
5. Showed good eye contact and body gesture.				



## UNIT 1. WORLD

### 6. Writing

#### A Rubrics for writing

Description	5 Excellent	4 Good	3 Ok	2 Needs work
<b>Fluency</b> <ul style="list-style-type: none"><li>• Correct vocabulary and word choice.</li><li>• Sentences go together.</li></ul>				
<b>Grammar</b> <ul style="list-style-type: none"><li>• Proper Punctuation.    • Correct spelling.</li><li>• Sentence structure: Each sentence contains a Subject, a Verb, an Object.</li><li>• Each sentence is a complete thought or idea.</li></ul>				
<b>Content</b> <p>Letter includes:</p> <ul style="list-style-type: none"><li>• Convincing reasons and claims based on relevant details as required by the prompt.</li><li>• Sufficient persuasive reasons that explain your claims.</li></ul>				

## UNIT 2. CULTURE

### 1. Before you read

#### A B Discuss the questions in pairs

Answers will vary.

#### C Vocabulary preview

1. c 2. a 3. d 4. b 5. j 6. e 7. f 8. i 9. g 10. h

#### D Focus Questions

1. Most people replied kids should stop trick-or-treating between the ages of 12 and 17.
2. The Facebook post said that Everyone should get candy on Halloween.
3. Christy Madewell Tull refused to open her door to teen because they show up at her door late at night and they come in large groups

### 2. Reading comprehension

#### A Complete the chart below

##### Should teenagers go trick-or-treating?

YES	NO
1. Trick-or-treating is a safe and legal way to celebrate Halloween. 2. Teenagers may still feel younger and still feel like a kid. 3. All trick-or-treaters should get candy. Age	1. Teens can buy their own candy and they do not even dress up in costumes. 2. Teen trick-or-treaters have not been polite and some of them are suspicious. 3. Teens go trick-or-treating too late at night and they come in large groups.

#### B Looking for details

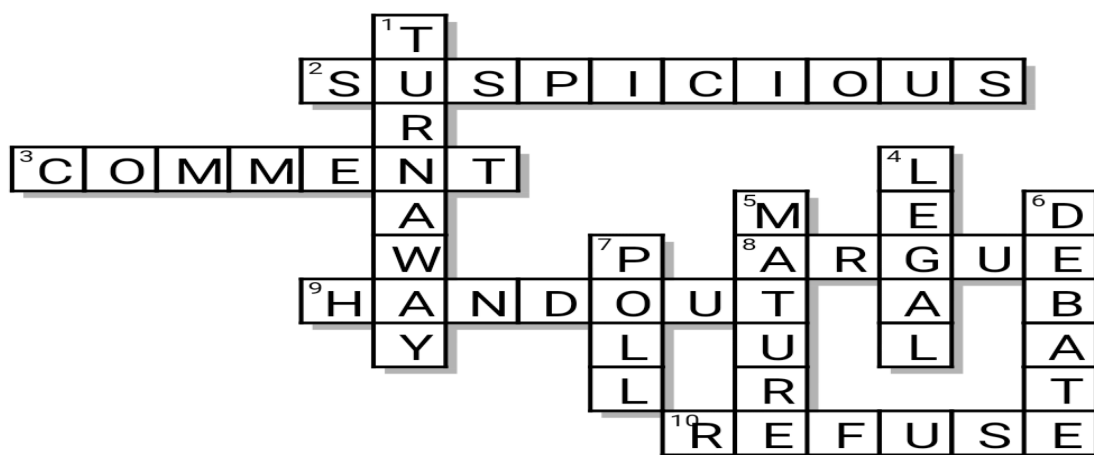
1. B 2. D

## UNIT 2. CULTURE

### 3. Vocabulary review

**A** Complete the following cross - word puzzle

Should teenagers go trick-or-treating?



### 4. Speaking skill 1

**A** Quiz your partner

Answers will vary.

**B** Watch the video.

<https://youtu.be/ly9mYY4HtWs>

**C** Discuss the following critical thinking questions.

Answers will vary.

## UNIT 2. CULTURE

### 5. Speaking skill 2– Presentation

#### A Rubrics for presentation

Description	5 Excellent	4 Good	3 ok	2 Needs work
1. Included an introduction.				
2. Included sufficient positive and negative opinions of teen's going trick-or-treating.				
3. Included a conclusion.				
4. Spoke loudly, slowly, and clearly.				

### 6. Writing

#### A Rubrics for writing

Description	5 Excellent	4 Good	3 ok	2 Needs work
<b>Fluency</b> <ul style="list-style-type: none"> <li>• Correct vocabulary and word choice.</li> <li>• Sentences go together.</li> </ul>				
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Proper Punctuation.    • Correct spelling.</li> <li>• Sentence structure: Each sentence contains a Subject, a verb, an Object.</li> </ul>				
<b>Content</b> <ul style="list-style-type: none"> <li>• A topic sentence that states the topic and the main idea.</li> <li>• Supporting sentences and examples that explain the main idea in more detail.</li> <li>• A concluding sentence that restates the topic sentence.</li> </ul>				

## UNIT 3. ENVIRONMENT

### 1. Before you read

**A Watch the video**

<https://youtu.be/dw9KO9JsGGk>

**B Look at the picture and discuss the questions.**

Answers will vary.

**C Answer the questions with your best guess.**

Answers will vary.

**D Vocabulary preview**

1. j   2. g   3. h   4. a   5. b   6. d   7. e   8. f   9. c   10. i

**E Focus Questions**

1. The Clean Power Plan was a set of rules that would limit the amount of greenhouse gases emitted by power plants.
2. Scott Pruitt used to be the attorney general of Oklahoma and he tried hard to stop Obama from limiting greenhouse gas emissions.
3. Because the Trump administration is not as harsh about getting states to lower greenhouse gas emissions. Also, the administration will pull the United States out of the Paris climate agreement.

### 2. Reading comprehension

**A Mark the sentences True (T) or False (F).**

1. T   2. T   3. T   4. F   5. T

**B Looking for details**

1. A   2. C

### 3. Vocabulary preview

**A** 1. B   2. A   3. C   4. A   5. C   6. B   7. D

## UNIT 3. ENVIRONMENT

### 4. Speaking skill 1

#### A Ask and Answer

Answers will vary.

#### B Share information with your partner. Write at least 3 points under each heading in the table .

##### Obama's environmental policy

1. Limits the amount of greenhouse gases emitted by power plants.
2. Tries to cut levels of carbon dioxide below what they were in 2005.
3. Supports renewable energy sources such as **solar panels** and wind turbines

##### Trump's environmental policy

1. Rejects the scientific view that humans are causing global warming.
2. Ended other rules that limit pollution and wastewater from power plants.
3. Pull the United States out of the Paris climate agreement.

### 5. Speaking skill 2– Debate

#### A Rubrics for debate

Description	5 Excellent	4 Good	3 ok	2 Needs work
1. Included an opening statement.				
2. Included at least three topic points.				
3. Included persuasive counterarguments.				
4. Spoke loudly, confidently, and clearly.				
5. Showed good eye contact and body gesture.				

## UNIT 3. ENVIRONMENT

### 6. Writing

#### A Rubrics for writing

Description	5	4	3	2
	Excellent	Good	ok	Needs work
<b>Fluency</b> <ul style="list-style-type: none"><li>• Correct vocabulary and word choice.</li><li>• Sentences go together.</li></ul>				
<b>Grammar</b> <ul style="list-style-type: none"><li>• Proper Punctuation.    • Correct spelling.</li><li>• Sentence structure: Each sentence contains a Subject, a verb, an Object.</li></ul>				
<b>Content</b> Proposal includes: <ul style="list-style-type: none"><li>• Sufficient reasons why you support the specific administration's policy.</li><li>• Convincing reasons and claims based on relevant details as required by the prompt.</li><li>• All points support your specific position.</li></ul>				



# RESOURCES

## **A** Articles for future units of lessons

### UNIT 4: HEALTH

#### **“Social media's effects on young people aren't all negative.”**

Anna had just broken up with her boyfriend. It was late and she was trying to keep her mind off of it. So, Anna got on Facebook. "I'm having a really hard time right now," she posted. "Is there anyone I can call and talk to until I feel better?" Very quickly, three people offered to talk. Anna talked to two of them until she was able to fall asleep.

#### **Comes With Risks**

People often talk about the bad effects of social media. Social media sites are online communities where people can communicate. These sites can make young people feel bad about themselves. They can cause sadness and jealousy. They can also lead to online bullying. It can be especially hard for those who struggle with a mental illness. Mental illnesses are serious. They are different from feeling sad. Feeling sad, lonely or unhappy sometimes is normal. The feelings usually go away. Mental illnesses affect someone's mood, thoughts and behavior for a longer time. Daily life can be very hard for someone with a mental illness. Therapists are trained to help people with mental illnesses. Some therapists warn teens about using social media. They say it comes with risks.

#### **Not 100 Percent Good Or Bad**

Others see a different side to the story. They find that social media may also help young people. It can improve self-esteem and provide support for someone who needs it. Amy Gonzales studies social media and health. The topic is not "absolutely good or bad," she said. Gonzales found something interesting. College students felt better about themselves after viewing their own Facebook profiles. The students' profiles showed off their best traits. They were able to remember what they like best about themselves. It made them feel good.

#### **Finding Acceptance Online**

People can find a lot of help through social media. They can feel encouraged and accepted. "It's one thing if you text a friend," Anna said. "It's another thing if you have a bunch of people trying to help you out." Matthew Oransky is a therapist. He said many of his patients find friendships online they could not find elsewhere. "Kids who are isolated can find a community," he said. Parents should help their children use social media wisely. Privacy is an important topic. Keeping things private means not everyone knows everything about you. Anna is careful with her posts. She still uses social media as a way to reach out. Her friends on social media help her through hard times.

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# RESOURCES

## **B** Articles for future units of lessons

### UNIT 5: TECHNOLOGY

#### **“University robotics department test-drives birdlike robot on campus.”**

Something new just landed at the University of Michigan. It is a two-legged robot. Her name is Cassie. Scientists are excited about Cassie. Robots like her may help with search-and **rescue** efforts. They may be able to save people's lives. Sometimes disaster strikes. There may be a flood, fire or earthquake. Or there may be a strong storm. People cannot always get to safety in time. Some people end up **trapped**. They need to be found and rescued. Right now, people do this work. They look for people who are in trouble. Then they pull the person to safety. It is a dangerous job. Scientists hope robots will take it over someday. Cassie looks kind of like a robot ostrich. She does not have feathers like a real bird. She does not have a head either. But her legs are like bird legs. She stands up on two legs. Her knees are backward-facing.

#### **Not Ready For Recovery Yet**

The robot is over 3 feet tall. She weighs about 66 pounds. She has a short body. It holds motors and computers. Cassie is able to walk by herself. She can even walk on bumpy, tilted ground. Jessy Grizzle is a professor. He teaches at the University of Michigan. Professor Grizzle is happy that his students are working with Cassie. They are all excited about this robot. However, there is a lot of work to do. Cassie cannot do search-and-rescue yet. Damon Shelton runs a robotics **company**. His company built Cassie. Mr. Shelton said that search-and-rescue is "a hard problem." People who build robots do not know how to **solve** it yet.

#### **Still In The Future**

Robots need to do many different **tasks** to find and save people. They would have to search buildings. They need to move rubble. They might have to put out fires. Sometimes, they may have to pull people out of deep water. Someday robots will do search-and-rescue, Mr. Shelton said. He is sure it will happen. But it is hard to know when. For now, Professor Grizzle and his students do tests on Cassie. In one test, they walked with her around the campus. She walked on a grassy slope. Then she stumbled. Cassie landed face down. Cassie lay in a heap on the ground. She was slightly nicked and scratched. But she was okay. These tests are just the beginning, Professor Grizzle said. The teacher and students will keep working. They need to learn everything the robot can do. Then they will start working on "super-cool" stuff, Professor Grizzle said.

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## RESOURCES

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